MAY 2 1927

IN THIS ISSUE: Teaching Children to Study, page 480;
The School Safety Patrol, page 486.

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MAY 2, 1927

EDITORIALS:—
Teachers of Teachers 475
Death of Macy Campbell 475
Mabel Wilson's Invitation 476
What Is Your Professional I. Q.? 476
Civilian Drill 476
BELDING'S PAGE 477
THE PACIFIC NORTHWEST INVITES YOU 478
By Mabel V. Wilson
TEACHING CHILDREN TO STUDY 480
By Frederick J. Reilly
HONOR TO OUR CHIEF 481
THE "GOING-TO-BEES" (Poem) 482
By Nixon Waterman
THE TEACHER PROBLEM OF THE RURAL SCHOOLS 483
By Inez Johnson Lewis
WHAT'S WRONG WITH EDUCATION? 485
THE SCHOOL SAFETY PATROL 486
By Thomas F. Power
PERSONAL AND PROFESSIONAL 488
LETTERS OF A SUPERINTENDENT 489
CHARACTER CHATS 490
By Joseph B. Egan
Straining at the Leash 490
Stepping Stones 490
The Wasp 491
The Old Well 492
A Noble Thought 492
EDUCATION IN ACTION 493
TREND OF THE TIMES 495
THE BOOK TABLE 496
GRINS BETWEEN GRINDS 497
JOURNAL MAIL BAG 498

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EDITORIALS

Teachers of Teachers

ONE of the inexplicable features of public opinion is the readiness to make appropriations for school buildings for their children and salaries for the teachers of their children, but, usually, utter indifference to the salaries of teachers of those who are to be teachers of their children, and of buildings and equipment for the schools in which the teachers of their children are to learn how best to teach their children.

The strangest feature of this is the fact that a northern state is serenely negligent, refusing even a small appropriation for a laundry for any State Normal School, refusing even to allow the principals of the State Normal Schools the small sum needed for the principals of the State Normal Schools to attend the annual meeting of the principals of the State Normal Schools and State Teachers Colleges of the forty-eight states.

Compare this with states in the South. Kentucky, for instance, appropriated three-and-a-half-million dollars in the two last legislatures for buildings and equipments for the State University and for State Normal Schools, increasing also the salaries of all principals and teachers of those who are preparing the teachers of their children.

It is like preparing a water system for a community without paying any attention to the water supply for the system.

It is a Californian suggestion that when one is a registered voter he will be a registered voter for life unless he changes his residence or fails to vote.

Death of Macy Campbell

MACY CAMPBELL, the leading "Evangelist for the Uplift of Country Life by the Rural School," though only forty-seven years of age, died from a paralytic stroke in Macon, Georgia, where he was in attendance upon the meeting of the State Association, at 6 o'clock, Sunday evening, April 17.

The notice of his death reached us as the issue of the Journal of Education with an editorial notice of his latest book, "Rural Life at

the Cross Roads" (Ginn & Company), went to press.

Macy Campbell was born in Pleasanton, Iowa, August 12, 1879, graduated from Iowa State Teachers College in 1905, from the Iowa State University in 1911, and was graduate student, Iowa Agricultural College, 1912.

We met Macy Campbell at a County Institute, Red Oak, Iowa, when he was teaching his first school, and during the past ten years we have had no more intimate friend in the profession. With no one at Dallas had we closer comradeship, and less than two weeks before his death we received a personal letter saying that "Rural Life at the Cross Roads" was already going into the second edition and promising us an early article for the Journal of Education.

Bates College, Lewiston, Maine, has won every debate this school year, and closed the season with a clean record, winning debates in England and Australia, with Leland Stanford, Columbia, Yale, Massachusetts Institute of Technology, and George Washington University.

New York City does the right thing in the right way when it pays ex-Superintendent William L. Ettinger twelve thousand dollars a year for life.

Mabel Wilson's Invitation

THE leading article in this issue is by Mabel Wilson, one of the brilliant classroom teachers of Seattle, "The Pacific Northwest Invites You." Miss Wilson was one of the group of boosters who at Indianapolis in July, 1925, invited the National Education Association to come to Seattle in 1927. It was an entirely new scheme to stage an invitation two years ahead of the time of the meeting, and it was so much more captivating than any invitations for the meeting the next year that it cinched the vote at Philadelphia without any rival.

We hope every one will read and enjoy this article as the editorial office enjoys using it.

There is high appreciation of the fact that Dr. Thomas E. Finegan is the guiding spirit with the educational promotion of the science and art of creating the films that will magnify the use of motion pictures in the schools.

Dallas is more like New York than it is like the traditional Texas. This was quite amazing to those who had never seen Dallas before 1927.

What Is Your Professional I. Q.?

[Answers will be found on Page 498.]

21. Who was the first Dean of Education of Harvard University, the man who standardized professional education?
22. Who was the first woman president of the N. E. A.?
23. Of what three cities has E. C. Broome been superintendent?
24. Whose address at the Department of Superintendence in 1925 was so popular that the N. E. A. by special vote published it as a booklet, something never done for any other address?
25. Who is the director of the School of Education, Chicago University?
26. When did the Department of Superintendence meet in Boston, and who made it the most famous meeting in its history?
27. Who was the first United States Commissioner of Education?
28. Who has been brought from the West to the Summer School faculty of the New England University with the largest enrollment for four successive years?
29. What State Department of Education has the largest number of persons on its pay roll?
30. What New England woman has been president of the N. E. A.?

Civilian Drill

FREDERICK A. WOLL, professor, New York College, is trying to run military science off the track with civilian drill. It will be immensely popular with a considerable number of public-spirited citizens if it captures the enthusiasm of young men in anything like the proportion that military science does. In New York College the first two years appear to have been exceptionally popular, but in these two years civilianism is largely confined to physical games.

Even the young women are said to be especially desirous to know how to defend themselves. Seriously, Professor Woll is encouraged to think that when he gets down to civilianism the college students will be as interested in being civil as they are in "combating."

Belding's Page

PENALIZING THE CLASS

SOME teachers have a jaunty habit of punishing a whole class because one member of it has done some bit of mischief which the teacher could not trace to its source, or else because the class as a whole uttered some exclamation which showed that all capacity for surprise or enthusiasm had not been ironed out of them.

All the pupils in a certain grade were given a list of fifty words to be looked up at home, because some of these pupils had exclaimed "Oh!" at the mention of $16,000,000 as the sum invested in a city's water supply. If the children had not exclaimed "Oh!" but had sat like dummies at the mention of such a sum, there would have been more cause for alarm. It would indicate either that they were completely spoiled in the conception of money or else that their teaching was habitually so dull as to take all the natural responsiveness out of them.

Something is to be said also against the assigning of perfectly good and useful lessons as a penalty. Study should never be regarded in that light by either teacher or pupil. Occasionally an extra long or hard task might be so required, which would emphasize, by way of contrast, the simplicity of the usual lessons. But looking up words in the dictionary ought to be done in a spirit of curious investigation, never for punishment. Ordinary examples in arithmetic ought similarly to be solved as a high challenge rather than a form of low-down drudgery.

The teacher who is nervous about discipline has the most difficulty with it. On the other hand, the teacher who jumps into the game of learning and forgets the duty of being dignified and solemn gets results and her word becomes law and gospel.

FALSE ALARMS

CONCRETE and forceful teaching of civic responsibility should be an integral part of every curriculum from the kindergarten to the topmost year in college or professional school.

Every individual is a failure who has not learned to live with others. And the learning must commence early; the earlier the better.

In New York City the other day a fireman was killed and two other firemen were injured in answering what turned out to be a false alarm. On the same day and in the same city a child of nine started to cross the street in front of a fire engine and was saved only by the heroic action of a fireman who jumped from the running board to push her back. That engine, too, was answering a false alarm.

In at least one of these cases the alarm had been pulled by a boy who liked excitement, and took that way of getting it.

Boys need to be taught that the various fire trucks are not toys, but are maintained for a highly important purpose.

Most young folks know what is meant by the slang term "false alarm," as applied to a human being. Perhaps these same bright youngsters can be shown that they themselves are "false alarms" when they try to use the city's fire department for their personal amusement.

Of course the best way to help the youth repel an evil or anti-social impulse is to supply him with ideas of a positive and helpful sort. The child who has been enlisted in fire prevention to the extent of making an inventory of the fire risks in his own home and doing something to reduce them, isn't apt to ring a false alarm or be one.

EARNED SCHOOLING IS APPRECIATED

A YOUNG woman in an Iowa College is paying the costs of her education by peeling potatoes. Before she is through she will have peeled 1,000 bushels of the humble tubers. Other students in the same institution and in many other institutions are doing a great variety of difficult or disagreeable tasks to earn the opportunities of instruction available to them in no other way. Usually these students are respected by their fellows. But often, for lack of time and money, they are cut off from most of the social fellowship which others enjoy.

Their compensation is—that they appreciate what they are getting. Education never means so much as when it comes at the cost of earnest effort and self-sacrifice—not some one else's but the student's own.

If every youth who goes to college were required, in accordance with Mary Lyon's plan, to perform some manual labor, and if no college in the land would let any student graduate without that test of character, what a difference there would be in the kind of product that would be turned forth upon the world, to be its leaders!

Anson W. Belding

Associate Editor.

The Pacific Northwest Invites You

By MABEL V. WILSON
Seattle, Washington

IN URGING the teachers of America to plan a schedule for the coming summer which will include the National Education Association convention to be held in Seattle, Washington, many enticing arguments might be advanced. Basing an appeal upon the state's enviable position in a recent educational survey, one might enlarge upon what the state has to offer by way of successfully operating projects in the field of education—projects extending from its thriving rural school districts to its rapidly congesting commercial centres. One might also call the attention of educators to the opportunity of a lifetime which will be theirs—the opportunity of viewing education in the nation's youngest section, the great Pacific Northwest. Here is a section so young that the majority of the population, including the teachers, still talk about "back home in Iowa, Indiana, New York," etc.—back home from where distant and loving memories still continue to play upon the heartstrings—still continue to play and play, but neither loudly nor sweetly enough to compete with the irresistible pull of a living acquaintance with the Pacific Northwest, The Charmed Land. If space permitted one might bring the educators of America to realize that their own ideas, the ideas of the leading educational centres of the world, have traveled to this Northwest land where they have been welcomed, pooled, sifted, planted, and nourished, in an environment so new that it is free from halting custom, and age-old and blighting prejudice. One could even resort to a personal and flattering appeal which might prove enticing to many a leading educator, as it placed before him the possibility that here in this new country he would find his pet educational theory, his brain child as it were, thriving in the fresh soil of a comparatively young educational field.

But is it solely the urge of an interest in educational progress that will call the thousands to the convention city at the close of the present school year? Doubtless in the early days of the Association when membership in professional organizations was limited, the urge of an interest in educational theories, research, and progress did furnish, as it still does, the dominant note in the call to the convention. However, each summer finds among those privileged to attend the convention an increasingly large number of classroom teachers who, though none the less interested in a week of intensive exploration of the field of education, must, at the same time, make attendance at the convention conditional upon several other equally important factors which call for consideration in the planning of their summer vacations.

To begin with, today's teacher is told that the nation—even the world—looks to the classroom, presided over as it is by the teacher, for the eradication of sectional, national, and international misunderstandings. If she is to meet the challenge the teacher must acquire, insofar as it is possible for her to do so, a first-hand acquaintance with sections, nations, and even with the world at large. Seattle, the convention city of 1927, will place her at the very centre of wonderful opportunities for such study. Itself, the hub city of an area almost unknown to the assembled educators of the nation, it opens the way through its many inviting side trips, for an acquaintance with a section famed not only for its unsurpassed scenic beauty, and for its rapid and healthy development, but likewise for its unlimited possibilities. After the convention week is over, and a thirst for more and more of the Charmed Land has been created, the teacher will find herself only a few short hours from British Columbia, the Canadian province of great distances and natural beauty, and she will also find herself at the nearest gateway to both Alaska and the Orient. Choices must be made of course—one cannot see it all in one short summer—hence we of the Northwest apologize to those of the National Education Association for the sumptuousness of the banquet which we must needs spread before them.

The teacher of today is also aware of the value to one of her profession of a first-hand knowledge of the material background of such subjects as history, geography, and reading. Representatives of the western teaching corps came home from the National Education Association convention in Boston, Mass., with a finer conception of New England's great contributions to our glorious country; they came home from Washington, D.C., with renewed pride at being privileged to share so largely in the building of a great nation; they came home from Indianapolis better qualified to interpret the literature of literary Indiana; and last summer they came home from Philadelphia dedicated anew to the teaching of the principles which rang the Liberty Bell; while from each of these sojournings they came home with a

better understanding of the great industrial development of our country.

Representatives of the eastern teaching corps who come west this summer will also be privileged to readjust any misconceived or inadequate material setting which they may now have for the teaching of these same subjects. They will live over in imagination the days of Lewis and Clark; they will tread parts of the Oregon Trail, and will better understand the heroic struggle for the coveted Oregon territory; they will watch the commerce plying between the Northwest and Alaska, and will feel a personal gratitude for the purchase of this treasureland; they will acquire a real setting for the interpretation of much of the inspirational literature concerning the great West; they will look in vain for the traditional Indian of the frontier, and will see only the spots where this or that tribe took its last stand; they will marvel at great cities and industries, differing from eastern cities and industries only as regards their youth; and they will better muse upon the future possibilities of the nation after they have paused in a vast stand of western timber and listened to the mighty torrents which promise power for generations to come.

Again, teachers of today look toward a summer location where another want may be satisfied. Believing that healthy conditions come from within, they are meeting the public more than halfway and are steadily and voluntarily building up a highly-trained professional personnel. It is toward the great university centres that teachers now migrate for the summer. Seattle, the convention city of 1927, has within its city limits one of the leading state universities of the country. Its extensive campus, located on the shores of beautiful Lake Washington, is dotted with stately new halls of learning. It enjoys the reputation of being one of the universities of the country which has not in its rapid growth lost its human touch upon the lives of its students. Also, for those who possess sufficient foundational preparation, but who realize that the structural education of the educator is never completed, the University of Washington offers for the coming summer many profitable classes under the outstanding educators from the ranking universities and educational centres of the country.

Yet another important factor must be considered by the teacher before her summer schedule is determined. A wonderful mother once remarked: "I love my family most when they are all in bed for the night." She doubtless loved them none the less because she valued her power to serve them, and realized therefore that, with them safely in bed for the night, she might relax and look for renewed energy and inspiration for the coming day's service. The teacher who loves the last day of school may have something in common with this type of mother. She may realize that each year of her personal service to the nation's children demands that she give and give and give of herself, with only very limited opportunities for replenishing the fount of energy and inspiration from which she gives. Hence in planning her summer vacation she must needs see to it that she takes herself to some spot where she can leave the routined path and tread for a while some of the by-paths of life.

As to the inspirational beauty spots of nature, every trail that leads to the convention city of 1927, whether it be by highway, rail or water, is a journey beautiful, which bids one loiter as he journeys. Even the city itself is an inspiration. If when the teacher reaches Seattle she is greeted by typical, rather than unusual summer weather (the Pacific Coast Weather Bureau is located in California) she will thrill at the scene which unrolls before her. She will see a thriving city justly boasting of an unexcelled salt water harbor and a hinterland of unlimited possibilities, and yet a city picturesquely poised upon the hillsides in a manner to delight the eye of the most discerning artist—hillsides which enclose two large fresh water lakes and a third lake twenty miles in length, the beautiful shores of which are rapidly being encircled by the city in its phenomenal growth. Again, if the summer of 1927 is typical, she will marvel that while skies are blue and while all is bathed in Washington sunshine, she finds herself in the midst of a setting hemmed in by majestic mountains—to the east the Cascade range, to the west the Olympic range, to the north Mount Baker, and to the south Mount Rainier, none of which has ever been known to doff its snowcap even in the warmest summer months. Then, when she finds that she must tear herself away from the Queen City, she will have no choice but to leave by way of a trail of beauty, for the Charmed Land has no other exit.

So the Pacific Northwest sounds the final note in the call to the National Education Association convention of 1927, when it says to America's teachers: "By all means come for the convention week in Seattle; but when the convention is over, remain and play with us in the Charmed Land; tarry and revel with us in the wonders of the great Pacific Northwest; forget your schoolrooms for the while, and tread with us some refreshing by-paths; and when you must leave us, take with you an increased store of that vision and inspiration which the boys and girls of America so need, and which they are so eager to receive from the lives of America's teachers."

Teaching Children to Study

By FREDERICK J. REILLY

Creston Junior High School, New York City

IN TRYING to teach children to study effectively, one must remember that the average boy or girl

Does not really want to use his brain—it hurts, like an unused muscle.

Does not want to train his mind, as an athlete is willing to practice and strive and deny himself in an effort to prepare for his "event."

Does not want particularly to know the subject matter presented. He sees no good reason for really knowing.

All he wants is to "get by" in the most painless manner possible. It is a great game between him and the teacher. The teacher bets she can ask some questions he can't answer. He bets he can guess enough right answers to "get by." (Deems Taylor.)

That is the child's traditional attitude, with few exceptions. It leads naturally to copying another's home work, to prompting in recitations, and to cheating in examinations. And this "child's" attitude persists with many of us right through college.

This may sound somewhat cynical, but if we are to attack this problem of teaching young people to study, we must try to get hold of their point of view; we must try to enter into their ways of thinking—always a most difficult thing for grown-ups to do. If we are going to try to teach children how to study,

We must be quite sure of our aim, or aims.

We must know how to study, ourselves; we must be masters of good methods and their applications.

We must find out how to intrigue the interest and arouse the self-activity of the children, to get them to want to follow our leadership.

Most of the literature on the subject has confined itself mainly or exclusively to the second phase, the matter of method as applied to different subjects. Not so much to clearing our own minds as to our objectives, and little or nothing about getting the young people to want to go with us.

Fortunately for us, the great majority of normal children of elementary school age take things for granted, accept "what teacher says" without much question. But we all know that there is a vast difference between the attitude of the boy or girl in school listening to what teacher says, and the attitude of the same boy or girl listening to the coach telling them and showing them how to shoot a goal. The difference lies in just those two things: they have a clear objective, and they earnestly desire to accomplish it.

If we wish to get that kind of concentrated attention and earnest effort we must first get our objectives so clear in our own minds that we can make them real to the children, so that they can see what we are driving at, find it worth while, and desire it so much that they willingly make the necessary effort.

Now what are we trying to do when we teach children how to study? We are trying to do three things mainly:—

We are trying to show how to gain and to retain, with economy of time and effort, certain funds of information, certain methods and processes, all of which will make for a fuller and richer enjoyment of life, whether or not they are directly useful in "making a living." We must convince them of this. Our courses of study may make this hard at times, but if we have confidence in ourselves, we can inspire confidence in them, even to the point of mastering what is seemingly useless and uninteresting—even as the athlete sedulously practices rope-jumping, which is not particularly interesting, in order to strengthen his leg muscles for the game, race, or fight.

We are trying to teach them how to think, inductively and deductively, to reason from cause to effect, to distinguish half-truths, to detect a fallacy. This may seem like flying high, but we fail as teachers if we do not attempt at least beginnings, always mindful of the limitations of age and development.

We are trying to teach them to be honest with themselves; to really want to know and to be able to do, and so despise anything like copying, cribbing, ponies, cheating of any kind.

We need not concern ourselves over-much with the age-old controversy of "formal discipline" and the transference of skills from one subject to another. Our object is to get these boys and girls to want to master the course of study, to show them how best to do it, and to train for "intellectual honesty" with themselves and with others, as the coach trains not only to win games but above all for "good sportsmanship."

Honor to Our Chief

Address by Mrs. Cora Wilson Stewart in Presentation of Chain to Dr. Winship from Teachers' Associations of Forty-Eight States

Through the press of the country it is known that our Editor-in-chief was honored at the Dallas Meeting of the Department of Superintendence by the presentation of a watch chain of forty-eight links from teachers of the forty-eight states of the Union.

In response to requests from all over the country we have decided to print the address and the accompanying photograph, taking advantage of Dr. Winship's absence from the office and running the risk of consequences! —*The Associate Editors.*

IT IS SO seldom that the people of the forty-eight states can unite on any one question, or agree as to the merits of any one man, that it speaks volumes of praise for a man when the teachers of all the states, who are the best and truest representatives, can unite on one man whom they delight to honor and can agree on a plan as unique as the one that we are consummating here today. It also speaks well for our profession, for the unity, harmony and good judgment which prevails among us when an opportunity is presented to express our higher and better selves.

It is not in eloquent words or terms of praise that the teachers of the nation will express their appreciation of Dr. Winship today. In Shakespeare's "Hamlet" Polonius gives this advice to his son, Laertes: "Those friends thou hast and their adoption tried, grapple them to thy soul with hooks of steel." The school people of this country feel that in Dr. Winship they have a friend whose adoption has been tried, and they would link him to their souls with links of gold.

The teachers of all the states have had a watch chain designed and made especially for Dr. Winship, one in which each of the states has provided a link. The name of the state is plainly and artistically engraved on the link which it has given, and when he reads these names, "Washington, Maine, Texas, Kentucky," and the other states, he will realize that back of them is sentiment that could not be engraved on a link, or a page.

Photo by Langley & Manning

A HAPPY MOMENT

The fob is in the nature of a decoration. The teachers have seen soldiers return from war wearing medals, and always their citation has read: "For going beyond the line of duty." They have seen influential and wealthy citizens return from other lands wearing decorations from foreign governments for the part they had played, through their personal efforts or their wealth, in the rehabilitation of villages, cities and states. In our ranks are many who have "gone beyond the line of duty," and Dr. Winship has gone beyond it a thousand times, is still going beyond it, and will continue going beyond it, we hope and believe, for many years to come.

This decoration in a way attempts to symbolize Dr. Winship's life and work. On it is a picture of the country that he loves and serves, for cunningly has Tiffany's artist, Mr. Barney, contrived to sketch the map of the United States on this small surface. At its base is a lamp, which throws its rays of light athwart the land, typifying the gospel light of education which Dr. Winship has carried and is carrying from coast to coast. On the four sides four words are engraved, not new words, at all, but old, old words that have been often used in poetry, song and story, but never were they so well or so worthily applied. Had you no intimation as to the one who is being considered here today and these four words should be quoted as describing one man whose name you were to guess, I know what your answer would be. There is a game called "personalities" or "celebrities." It is a literary game. A person writes a brief description, such as this: "An American with a big stick, mouth open, showing many teeth, and shouting the word 'delighted.'" The answer, of course, is "Theodore Roosevelt." Or one might write: "A stern and silent New Englander, office-holder, who breaks his sphynx-like silence occasionally to utter one word, 'Economy.'" I see you know the answer to this. Were one to write simply "A man whose life is characterized by four words—good will, loyalty, service, appreciation"—the answer would come back in resounding chorus—"Dr. Winship."

Dr. Winship is an explorer. He has discovered and brought to light and to the use and service of the nation more educational talent than has any other man. He is the creator of educational careers. Many of his diamonds in the rough are sitting polished and shining before him today in this audience, and some of them are scintillating this week from this platform. He is also a promoter. He has been first to herald the news of pioneer efforts in education, and to speak the words of prophecy and approval which insured their success. He, more than any other man, has ushered woman to her rightful place in the educational world, at the same time not forgetting the place and recognition due to man. He has apparently discovered the fountain of youth, and the secret of perpetual motion. In years he grows backward, but in motion he goes ever forward and upward.

We owe Dr. Winship much for his unfailing optimism, for his boundless enthusiasm, for the encouragement which he has unstintingly given, for the faith which he has so freely expressed, and for the inspiration which has sent us singing to our tasks.

We realize that we cannot honor him by words of praise or gifts of gold. His own work has honored him far beyond anything that we might say or do. When we attempt to recognize his worth we enrich our own lives most.

The "Going-to-Bees"

BY NIXON WATERMAN

Suppose that some fine morn in May
A honey bee should pause and say:
"I guess I will not work to-day,
  But next week or next summer,
Or some time in the by and by,
I'll be so diligent and spry
That all the world must see that I
  Am what they call a 'hummer'!"

Of course you'd wish to say at once
"O bee! don't be a little dunce
And waste your golden days and months
  In lazily reviewing
The things you're 'going' to do, and how
Your hive with honey you'll endow,
But bear in mind, O bee, that NOW
  Is just the time for 'doing.'"

Suppose a youth with idle hands
Should tell you all the splendid plans
Of which he dreams, the while the sands
  Of life are flowing, flowing.
You'd wish to say to him: "O boy!
If you would reap your share of joy
You must discerningly employ
  Your morning hours in sowing."

He who would win must work! The prize
Is for the faithful one who tries
With loyal heart and hand; whose skies
  With toil-crowned hopes are sunny.
And they who seek success to find
This homely truth must bear in mind:
"The 'going-to-bees' are not the kind
  That fill the hive with honey."

The Teacher Problem of the Rural Schools

By INEZ JOHNSON LEWIS
Superintendent, El Paso County, Colorado

NO SCHOOL system can be better than the teachers in it. The securing of the right kind of teachers should, therefore, be the first aim of any school administrator.

Since, in many states, the county superintendent of schools has no legal power to select the teachers whom he is to supervise, he must resort to various devices which will educate school boards and the public as to the vital importance of securing only the best teachers to be obtained. First, they must be made to see the difference between the good teacher and the poor teacher, since laymen will often choose the poor teacher simply because of the difference in the price to be paid. It is only through a well-planned campaign on the part of the superintendent that the people can be made to see that a good teacher is their best investment. There are a number of ways in which the public can be shown this.

In El Paso County, Colorado, we have found that our annual Education Day has been an aid in creating a demand for well trained and competent teachers. On this day the Colorado Springs Chamber of Commerce entertains the school boards of the county at a dinner, followed by an address by some prominent educator. At a session preceding the dinner, topics relating to teachers are studied by the school boards, the county superintendent presiding over the meeting. The natural characteristics of a good teacher are enumerated and explained. It is brought to the attention of the members of the boards that the successful teacher of today must have training for her work, and must be a person of high ideals and character if she is to be the right example for the children in the school. The school directors are also taken to visit some of the schools in the city system where they see demonstrations of the right methods of teaching and the results which can be obtained by a teacher who is fitted by nature and training for her job. We have found that the rural school boards have been inspired by this visit to try to procure for their own children the same advantages as the urban children are receiving.

There are other agencies through which we may work to mould public opinion. We have encouraged Parent-Teacher Associations to

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study some of the causes of failures of children and have found that such study has created in many instances a local demand for the competent teacher. The holding of public exhibitions of school work has been a means of showing in a concrete way the results that can be obtained under the right kind of instruction. "Seeing is believing," and we have found that after seeing the excellent work of another community, parents will demand of their own school board that they employ teachers who will produce equally as good results.

Then, too, we have found in our county that much can be done by the use of slogans. We believe that if a slogan can elect a president of the United States, it should be able to elect a good teacher. If, for instance, the thought to be put over for one year is the necessity of employing trained primary teachers, such slogans as these may be employed: "The child has the right to be started right," "A good primary teacher, if nothing else." If, in another locality, the great need is for leadership, such a slogan as this may be suggested: "Hire a good principal and rest easy." Parent-Teacher Associations and school boards have been led to adopt such slogans as are fitted to their especial needs, and the influence of the slogan upon the action of the board has been noticeable in a number of instances.

Superintendents should never lose the opportunity to draw a lesson from the situation when troubles and dissensions follow the employment of a weak teacher. When irate and dissatisfied parents and school directors come to the office with their complaints, the county superintendent has the golden opportunity to drive home the fact that money paid to a failure is money lost and the money paid to the good teacher pays the greatest dividends in the world because the interest is compounded year after year in the lives of the children. In one heart-to-heart talk a mother can be made to see that the progress of her child's education depends on the right kind of instruction in the schoolroom.

After good teachers have been secured, the next big problem is how to retain them. Our people must learn that teachers will wish to remain in communities only where they are happy and contented. Teachers, like other folks, love a home, and it is only where they may have a home with its comforts and quiet atmosphere that they can give their best to their work. The school manse or teacherage, unpretentious and simple, it may be, but a place where teachers can have quiet enjoyment and be free and independent, will do much to retain desirable teachers.

The superintendent can do much to hold the desirable teacher by making her a part of the county administrative machinery. If the teacher has a hand in the administration of the county school activities she may develop talents that might otherwise remain hidden. She should be placed on committees for the management of various county school affairs so that she will feel that she has a place in the scheme of things. The county educational system, too, will profit by the ideas and the ideals of the teaching staff. Some of the committees which we have in this county are the athletics committee, the declamation and spelling contest committees, the song festival committee, and the committee for the planning of good citizenship work in the county schools. Through her activities on the committees the teacher also connects her local community with the county system.

Finally, the paying of adequate salaries, which are commensurate with the services rendered, will do more than any other one thing to retain desirable teachers in the country schools. One of the great injustices in the teaching profession today is that city teachers are being paid larger salaries than our country teachers. The reverse should be true, for the successful rural teacher must possess certain qualifications and natural characteristics that are not always necessary for the successful city teacher. The successful rural teacher must be socially minded; she must have a vision of service to the community; she must possess qualities of leadership; she must possess originality and good judgment, and a mind capable of making quick decisions. Because of the close supervision which a city system provides and the fact that the city teacher is a part of a much larger social unit, it is not essential that she have the qualifications mentioned above to be a success in her work.

Superintendents should bend every effort to secure for rural teachers salaries large enough so that strong teachers who really prefer rural work will not be forced to leave the field of their preference and enter a city system in order to secure an adequate living wage.

"We are too much concerned today with what Washington and Hamilton did in their day, without regard for what they might do if they were part of this age. Those men cut new channels in their day and, if they were alive today, they might cut still newer channels."

—Dr. Ernest Hopkins, President, Dartmouth College.

What's Wrong With Education?

DR. DAVID SNEDDEN has written an important book which it were well for statesmen as well as parents to read with care on "What's Wrong with American Education?" (Lippincotts). There is no one equally well equipped by range of life, education, observation and personal traits to write a wholesome book on this subject. He was born and early educated in the country on the Pacific Coast. His first teaching was in country schools in California as was his first professional education. Later he added to his scholastic and professional equipment in Columbia. He had the rare opportunity of knowing New England schools as Massachusetts State Commissioner of Education, and for many years since has been a professor of education in Columbia University.

Dr. Snedden is naturally critical, raises a question when anything or anybody is praised, which is an indispensable requisite for one who expects to have the attention of critics when he assumes to be an umpire of the greatest game in America. He is in a class by himself when it comes to weighing and measuring the boosters and boasters on the one hand, and the curses and cursers on the other hand. This makes "What's Wrong with American Education?" one of the most important books of the hour.

He accepts the criticism that we are a nation of seventh graders, "whatever that may mean," but calls attention to the fact that "those who put through the constitutional reorganization of the old confederation of the Colonies in 1789 could hardly have been more than third graders." This sentence characterizes the habit of mind, the personal trend of David A. Snedden's thought.

He adds this forceful umpire verdict on the situation that "clearly much depended not merely upon third-grade intelligence or education, but also upon high-grade leadership and quite general intelligent response to such leadership."

Dr. Snedden admits that "the actual accomplishments of America's well-schooled classes (including only those who have at least graduated from our high schools) in their reading or speaking knowledge of foreign languages would seem to be ridiculous, if it were not, in view of aspirations and expectations, pathetic. Nevertheless there are more factors to be considered in these failures than are implied in much of current criticism." This is a really brilliant sample of his umpiring.

Again, "Our vocational education is notoriously weak and ineffective, and in our present vocational schools of lower than professional grade quite futile. On the other hand, Americans have good cause to be proud of the enormous progress made during the last generation in developing instruction and training in hygiene in elementary schools. It is unlikely that any other country even approaches the American people as respects promotion of health through public school instruction. . . . No sweeping indictment can be framed which will not be other than essentially false and misleading."

Searchingly and fearlessly Dr. Snedden considers what is wrong with American "faith and expectations" of education, with American knowledge of education, with out-of-school education, with American education of young children, with American secondary and higher education, with non-vocational education, with vocational education, etc. This is a book that nobly meets a real crisis. Dr. Snedden is an educational Alvin York marching a lot of the armed enemy pitilessly out of their mountain fastnesses.

Philadelphia hopes for a twenty-million-dollar Temple University as a memorial to the late Russell H. Conwell, who started the institution with a class of seven and a faculty of one, and saw it grow to an enrollment of 10,000 and a faculty of 500. Edward W. Bok is the chairman of the crusade committee.

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The School Safety Patrol

By THOMAS F. POWER

Assistant Superintendent, Worcester, Massachusetts

PART of the formal teaching of safety in the Worcester schools consists of the work of the safety patrols. Since February, 1926, fifty-five public and eleven parochial schools have been so organized. During these eleven school months not one accident has happened to a school child on the way home from school. About 30,000 children are given this protection daily at dismissal time. The working of the patrol is only one part of the safety program. A formal course was introduced into all grades in January, 1927.

The patrol is an organization of older boys or girls, or both, within a school for the purpose of carrying out practices of safety affecting the children. The practices are usually those concerned with dismissal time and the route home from school.

The patrol may consist of a captain, lieutenants and patrolmen selected upon the basis of dependability from the higher grades in the building. The usual elements entering into this selection are alertness of mind and body, obedience, honesty, loyalty, sympathy, promptness, and, in general, good conduct. The patrol might best be selected by the principal and the teachers of the upper grades.

The term of office of a captain is about one month. At the end of that period the captain, unless removed for good and sufficient reason, previously, is promoted to the honor roll, which is posted in a conspicuous place in the building. At the end of the captain's term one of the lieutenants is promoted to the office of captain. Another patrolman is selected to fill the vacancy. Thus, there is opportunity for advancement, the reward of good service, and the organization is maintained democratic.

The duties of the safety patrol are to take control over the lines of pupils organized at the doors at dismissal time. Under the leadership of the captain and patrolmen this long, continuous line of pupils passes to a point in the street best suited for crossing from safety points of view. The captain and patrolmen hold up the line at the curbing until vehicular traffic permits safe passage. This arrangement avoids the helter-skelter crossing of streets. It promotes the habit of stopping, looking and listening before crossing. It encourages the use of cross-walks. It avoids pushing and shoving into the street. It avoids quarrels and wrestling bouts.

The duties of the safety patrol may be very simple. Because of the location of some schools, the duties may cease as soon as the line has passed directly across the street in front of the school; or the duties may cease as soon as the line of pupils is turned over to the adult policeman in the street adjoining the school grounds. In other cases it may be necessary for the safety squad to lead pupils to distant traffic posts. While going long distances it may be necessary for the line to halt once or twice in order to enable the patrolmen to take a group or two across a street. In other instances there may be several traffic posts for the school, necessitating the use of more than five patrolmen.

The safety patrol is invested with a badge for the captain and arm brassards for the others. The safety patrol is designed to hold up children, not traffic. But once the line of children has taken the right of way over a street, vehicular traffic must stop until all children have crossed. A recent decision of a municipal court judge in Worcester settled this right of the children.

The above-described safety device carries the potentiality of correct habits of crossing streets. If persisted in, it may develop correct individual habits needed in coming to school. All in all, the practice tends to develop manners and morals. It encourages a sympathetic attitude toward younger children and has a potentiality of developing courtesy to elderly people. It is an exercise in good citizenship. The writer has personally observed the carrying over of this training into the proper habits of crossing streets while the children are on the way to school.

After a few safety patrols had been organized the executive manager of the Worcester Safety Council suggested that a patrolman, assigned by the chief of police, organize other safety patrols. This officer is now engaged full time in studying traffic conditions about schoolhouses, receiving the problems of the principals in this respect and suggesting solutions. He instructs every safety patrol upon its duties, rights, and possibilities of abuse of rights. Coming, as this instruction does, from an officer in uniform, it is very impressive upon the youths. He performs the so-called outside work, thus relieving principals. He checks back upon the functioning of the safety patrols. Sometimes he is seen by the pupils observing their work. Sometimes he works unobserved.

He returns to the school the next day, gathers the members of the safety patrol and instructs them in the perfections of their jobs. In this way too much of a program is not laid out before it can be "caught up with."

We find that the principals welcome this aid. We have observed that the instruction by the officer is thoroughly appreciated by the children. I believe it is consistent with the present policy of teaching children that the policeman might well be their friend instead of their enemy.

What is the effect of this organization upon the school? In the first place, it does not create conditions for tale-bearing. On the surface, to some people, it might appear to, but when a pupil breaks a regulation pertaining to the Safety Patrol he is directed by a patrolman, or captain, to report to the principal at the next session of school. This gives the child an opportunity to tell first hand what happened. The officer of the Safety Patrol who directed the child to report to the principal is expected to check up by telling the principal at the next session of the school that he directed so-and-so to report to her. He does not relate conditions until called upon by the principal, and after the accused has made his report, and then only in the case of disagreement of opinion. This arrangement prevents story-telling.

What are the results? This form of dismissal clears the school yards and area about the school in much less time than would otherwise be required. Teachers, principals, neighbors, police officers have all testified to this effect. Marching along, two abreast, prevents playing in the street, spinning tops, playing baseball, wrestling, boxing, pushing, shoving into the path of automobiles. Parents are pleased to see the children home sooner. They are relieved of a certain degree of worry. The school does its part while it has jurisdiction over the children. Principals who have tried this organization are unanimous in testifying to the beneficial effects on manners, morals, and good citizenship evident in the whole atmosphere of the school. In some schools the patrol organization has been given other duties, such as responsibility for the passing of lines within the school at recess and at dismissal. In other schools it has served to put good sportsmanship into organized play in the school yards.

Out of one's character inevitably comes his conduct, for one's conduct is merely his character expressing itself. The reflex effect of conduct on character causes one's character, such as it may be, to establish itself and crystallize as it is or in the direction of its tendency. —H. B. Wilson, Berkeley, California.

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Personal and Professional

JOHN M. BREWER, graduate school, Harvard University, the authority on "Vocational Guidance," has a clear vision as to the need of such guidance. He states the purpose concisely; its mission is "to advise students about their careers as learner. It has peculiar importance since success as a student underlies success in later life. School work is the present vocation of the student."

—

GUY M. WILSON, Boston University School of Education, has conducted an inquiry as to "What Is" in arithmetic, with a desire to know "What Should Be" in arithmetic. The inquiry assumed to reach 113,000 children in two hundred school systems. Dr. Wilson has specialized on this line of inquiry for several years. He attained national importance as a county superintendent in Indiana, and after broadening his experience in Iowa, came to Boston University, where he has large influence.

—

THOMAS W. BUTCHER, president of State Teachers College, Emporia, Kansas, is president of the "University Afloat," the sea-going college leaving New York in September for a voyage around the world. This is the first plan for a college on the sea that has proposed to try a co-education scheme. We can imagine no possible objection to the co-education feature of it. On the contrary it would seem to be the most reasonable place to have co-education. Dr. Butcher has heartily approved of it from the first. Dr. Butcher has every qualification for the presidency of the "University Afloat." He is a thoroughly equipped educator, and has had no friction in handling a large and highly standardized college, which is high commendation in these hectic times. Such a university must have a professional educator rather than a traditional administrator.

—

MRS. MARY C. C. BRADFORD, several times state superintendent of Colorado, president of the National Education Association in its famous patriotic meeting in Pittsburgh in 1918, and one of the wise counselors through the years of reorganization, and a notable leader in the organization of the World Federation of Educational Associations, has an eminently pleasing lecture on "Pseudo Research and Its Amazing Vagaries," an entertaining lecture on "Headlines and Headliners," and a lecture which is both a message and a mission, "The Club, the Keynote of a Community." We endorse most heartily the Washington Post when it says she is "entertaining, thoroughly at home on the platform, and brilliant in her presentation of her subjects." We congratulate the school world and the public upon the fact that she is to be available for conventions, colleges, woman's clubs, and lecture courses. Her address is Commonwealth Building, Denver.

—

MISS MINNIE JEAN NIELSON, field secretary of the National Parent-Teacher Association, declined to be a candidate for state superintendent of North Dakota at the last election. She had been an eminently successful county superintendent for several years, following it with eight years as state superintendent. She made North Dakota the leading state in the Union in health service through the schools, leading also in the elimination of illiteracy, and more than half of the schools of the county had Parent-Teacher Associations. This latter achievement led to her selection as field agent of the National Parent-Teacher Association, 1201 Sixteenth Street, Washington, D. C., local office Valley City, North Dakota.

—

WILLIAM C. McGINNIS, superintendent of Revere, Massachusetts, was the first superintendent in Massachusetts to receive a life membership in the National Education Association as a gift of his teachers. This is only one of several ways in which the Revere teachers are distinguishing themselves. Mr. McGinnis has been singled out for recognition in many ways.

—

S. D. SHANKLAND, secretary of the Department of Superintendence, succeeds Professor Henry G. Doyle as president of the Federal Schoolmasters' Club, Washington, D.C. He was elected at the twentieth anniversary meeting. This is one of the highly important local schoolmasters' clubs of the country. We had the privilege of attending one of the meetings of this club this winter. Eighty of the leading school people of the city were in attendance and the meeting was of a genuine statesmanship character. There was nothing petty or fussy, hectic or egoistic about it. Those who see and know Mr. Shankland merely as the administrator have no conception of his really brilliant professional ability. There are few platform men in administrative work anywhere who excel him in the dealing with any professional problem.

Letters of a Superintendent

HIGH SCHOOL CURRICULUM

To the Supervising Principals:—

In the course of an address at an educational meeting during the present school year the speaker referred to "the ever increasing number of subjects which have been added to the high school curriculum."

It is commonly assumed that the high school curriculum includes today a much greater number of studies than it did fifty years ago, twenty-five years ago, or ten years ago. Judging from the trend of thought expressed at several conferences on curriculum revision which I have attended during the present year, and judging also from the current literature on the country-wide movement for curriculum revision, it is safe to conclude that there is a universal belief or assumption that the number of high school studies has steadily and rapidly increased until the present number is far in excess of what the number was in the not distant past.

I know of only one authentic investigation that has been made to determine what the real facts are in regard to the increase in the number of high school subjects. That investigation was made by A. D. Askins, Ohio State University, and was for the State of Ohio only. Investigations in other states might show different results, but it is interesting to note that the general assumption of a great increase in the number of studies is not true for Ohio.

Thirty-one subjects were taught in the high schools of Ohio seventy-two years ago, in 1855; twenty-nine in 1900; and thirty-two in 1910. The number in 1923, when the investigation was made, was thirty-three. The 1923 curriculum had two more subjects than the curriculum of 1855; four more than that of 1900; and one more than that of 1910.

The facts disclosed by the Ohio investigation give rise to the question of whether the general assumption that the number of studies has greatly increased would hold true in all the states in the face of investigations that would get at the facts. I don't know what the answer to that question would be.

The purpose of this communication is to call attention to the value of facts in reaching general conclusions, and that common opinion or general assumption will frequently fail to square with a careful investigation of things as they are. I suggest that you discuss this subject briefly at your next teachers' meeting.

Wilford L. Coffey is promoted from deputy to state superintendent of Michigan.

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Character Chats

By JOSEPH B. EGAN, A. M.

Straining at the Leash

I HAVE a little fox terrier at home. He is an interesting little dog though only eight months old. I live not far from a very busy street where automobiles and street cars travel by every moment in the day. Like every other little dog, this fellow is always busy learning things. He runs about with his head down investigating everything. Sometimes he is with me when I cross the busy street. At such times I snap a leather leash on his collar to prevent his being run over and killed. At first, he did not like the leash at all; he fought and kicked and snapped, and showed in every way that he did not fancy being controlled in any way. After a while he got over fighting against the strap, and spent his time tugging ahead so hard that he would choke himself into a coughing spell. Just recently he has stopped that, too. Now what do you think he does? When I snap the leash onto his collar he turns his head, grasps the strap in his teeth and with his ears back and a roguish look in his eyes begins to growl happily and play with it. He shakes his head and jumps sideways and runs round and round and has a mighty good time. Last night, when he did this, I said to myself: "You're certainly a wise dog. You're actually making a game of something you have to do."

Now, girls and boys, shortly after we are born, nature snaps a good strong leash on the collar of every one of us. We do not notice it very much till school days are over and our life's work begins. Our first job brings it strongly to mind. We cannot any longer do just as we please; we have to get up at a certain time; eat at a certain time; report for duty at a certain time; labor in a certain way for a certain time; finally, we must rest for a certain time in order to be able to work again for a certain time; and this goes on day after day and month after month and year after year until the hour comes when the great Master unsnaps the leash and sets us free.

Some people struggle with their leash and snarl and snap their way through life. They are the discontented, unhappy ones.

Some people take their leash so seriously that they strain and tug with worried faces and bulging eyes. They are the anxious, unhappy ones.

Some people just lie down and let the holder of the leash pull them around through the dust of life. They are the lazy, unhappy ones.

Many other people, however, who are wiser than the others, obey the leading of the leash, but as they obey grasp the meaning of it all and run ahead and frolic and make a game of what otherwise might be a sad, wearisome business. In other words these people play with the leash. Notice, girls and boys, I said, "play with it," not "play at it." By no means! They simply make a game of life and its hard work, and while they toil they enjoy living at the same time.

It is a wise, far-sighted person who has learned to make his day's work a source of real happiness.

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Stepping Stones

NOT long ago I decided I wanted a pathway to my home that would be a little different from the ordinary smooth cement walk. I wanted one made of flat stepping stones and I had a vision of green veins of grass making a lovely pattern as they ran along between the rocks. Of course, flat rocks are not easy to find, so one day, I took my car and went off into a rocky spot several miles away for the purpose of finding some. I hunted for an hour and found six. The rocks in that place certainly were not made for stepping stones. Finally I gave up in disgust, turned my car around and started for home. As I drove along I came to the top of a high hill and far off, through the mists in the distance, saw Mt. Monadnock towering into the air. "Ah," I said to myself, "there is the place for stepping stones. I shall take a day off some time and go up on the sides of the mountain and get just what I want."

That evening I took a stroll across the hill that overlooks my home. As I went along I saw a beautiful, perfectly flat stepping stone half buried in the soil. It was just the sort of a stone I had in mind, and after I had dug it up I looked around for more. Within a half-hour I had found fifteen; all were flat and of irregular shape, and all were beautifully colored as most field stones are.

As I walked back home I was amused at myself. I had spent the whole morning miles away in a useless search for something that I found at last right near my lot line. I won-

der if you and I do not do this sort of thing many times in our lives. In our pleasures, our hopes and our dreams for the future we search for stepping stones in some far-off place and overlook those right at home. I have come to the conclusion that the things we build with lie all around us, and the wise person looks carefully over his own stock before importing anything from a distant land.

I feel sure that somewhere within dawn and dark in every day there are many beautiful stepping stones that each of us can gather right here in our own lives. I am sure, too, that we can put them together to make a royal highway into the golden country of our dreams where success and happiness await our coming.

With best of wishes for success in the search for stepping stones that will make a pathway for you out of the present into the wonderful country that is to be.

The Wasp

I WAS digging around in the back yard not long ago near a trench in which water was flowing. As I worked I noticed a wasp fly down to the water's edge and industriously start digging into the soft mud. "I believe that fellow is doing some digging of his own," I said to myself. "I have a notion to offer him one of my shovels." As I watched that wasp work I became more and more interested. I finally quit my own task altogether and leaned on my shovel and noted every move he made. You may be surprised to learn that he was digging, just as I suspected, and more important still he was digging for a purpose which was just as vital to him as my digging was to me. Every now and then he would gather together a little ball of yellow clay, then he would fly off with it to the very peak of the house where he was doing a plastering job under the eaves. He would push his little ball of clay into place; pat it all down; look it over, and, if satisfied, fly down for another ball. In no time at all he had a neat little house built for himself.

As I watched the wasp go back and forth, I wondered how he learned to dig up mud and make a house out of it. What learned teacher did he have in an art that has engaged the attention of mankind from remote ages? Some people would answer at once: "Oh, he has an instinct that tells him just what to do, and how to do it." Very interesting! But what is this instinct? Whose mind is behind it thinking out ways and means, and speaking the language of the wasp? It is a wonderful thing to think that Someone knew just how to build the

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wasp's house and then was able to tell the wasp about it.

In the exact same way Someone tells you and me, every day of our lives, to do certain things and warns us not to do certain other things. If we obeyed, like the wasp, what a wonderful house we could build for our spirits out of the good things of earth!

One thought that gives me great comfort when I am in trouble is this: If God, the All-wise, the All-powerful, the All-loving Father, does not think it beneath His majesty to guide the wasp in his home building; the bird in his long journeys; the very worms in their holes under the earth; surely he will not forget me, who is made in his own image and likeness, if I am only willing to listen to His counsel and obey the urgings of His voice. God is with us always. He speaks to us every day. Far from being a distant God, He is ever at our right hand. He never sleeps in His care over us. He loves us with an infinite love, for did he not call us to His presence out of the nothingness of eternity?

The Old Well

NOT far from Boston there is a farm which has been producing things for people to eat since the early days of our country's settlement. Just outside the kitchen door is the old moss-grown well. Many years ago some owner cut a huge hole in a gray piece of slate and fitted it over the well. Then he built a wheel-house above that and hung the bucket over the wheel. Two long ropes reach down into the blackness of the well. Every morning, and many times during the day, for over a hundred years, some person has come out of the house and gone to the well and hauled up the bucket, hand over hand, from the depths below. They tell me that not once in all those years has the bucket come to the top empty. Never once has that well gone dry. What a faithful servant it has been! How many thirsty throats of men and beasts have found health and pleasure in the cold, sparkling water that the mossy buckets have brought up from the living stream below!

Now, girls and boys, flowing under the lives of all of us, like water from the mountain side to the old well, rushes the everlasting current of truthful things. In a sense, our bodies are wells that reach down to this live-giving flood. Each day, by thoughtful deeds and good words, we send buckets down into the depths and bring up the sparkling evidence of God's love for us.

We are the only creatures in the world who can do this, for we are the only beings who can reason about the great truths of life. The birds sing and build their nests, and the animals all go their separate ways and when they are thirsty hunt some flowing brook or standing pool. Mankind, alone, can dig down under the hard surface of life to the everlasting truth that flows below and make for himself buckets of thought and hang these buckets on ropes of will-power; and so bring up to his thirsty lips the sparkling waters of eternal truth.

We all have these wells in the dooryard of our daily lives. We should stand by the well often and watch the highway of life that runs just below. Now and then, we shall see a wayfarer who is thirsty. He cannot see our well, but we can see him. So far as he knows the desert stretches away to the horizon on all sides. Then is our chance to reach out, in a kindly word or a charitable deed, a cool refreshing draft from the limitless supply of God's love, drawn to the hard surface of things, from the well-spring of our daily lives.

A Noble Thought

ONCE in a while it is a pleasure and profitable thing to sit down and make the acquaintance of a big thought. We may never meet a really big person in all our lives; and even if we did we would be more likely to hear him say: "How do you like this weather?" than to give utterance to one of the noble thoughts that crowd his brain. Today let us file into the reception room of our spirit and meet a big personage. Over there, near the fireplace, is a beautiful woman. You can see goodness and sweetness in every line of her lovely face. That is Charlotte Cushman. She was one of the most gifted actresses America ever produced, but what is more important, she was one of the truest and noblest women of her time. She is speaking. Listen! She is saying something well-worth remembering:—

"God conceived the world, that was poetry.
He formed it, that was sculpture;
He colored it, that was painting;
He peopled it, that was
The grand, divine, eternal drama."

—Charlotte Cushman.

Thank you, Charlotte Cushman. We will try to remember that we are actors in that great drama. We will try to learn our lines; we will try to act our part with nobility and purpose; we will try to make a big hit of the whole play; we will try to remember that, after all, the play is the thing, not the applause nor the gold that comes out of the box office, the play, the great, unfolding drama, in which we have a part. We shall try to understand that we have been selected for the playing of that part out of millions of applicants by the all-seeing and all-wise Producer who throws open the doors of the theatre of life.

EDUCATION IN ACTION

State Prisoners University Students

Over one hundred inmates of the Wisconsin state penitentiary are undergraduates of the University of Wisconsin. They are enrolled through the school's extension division and they pay tuition just like their classmates outside the institution. Some of the prisoners take college courses just to while away the time, but most of them are training themselves for the day when they will be free. The men are given study periods by Oscar Lee, warden, and many of them take their books to the fields of the prison farm in spring or summer, absorbing culture during the rest periods. Some 700 prisoners have completed extension courses since the privilege was granted to penitentiary inmates.

Too Busy to Go to School

Summoned into court on a charge of being a habitual truant from school in Cambridge, Mass., fifteen-year-old Wong Nai Gen astounded the court and attaches by telling them he earns $400 a week. The youth told the judge that he didn't want to go to school because he didn't have time. It was then brought out that the youthful prodigy owns and conducts a Chinese laundry in Cambridge, employs five of his fellow-countrymen and averages $400 a week. His father, he said, was in China. The judge told Gen he would have to obey the law and go to school. The court then found Gen guilty and placed the case on file.

Princeton Widens Ban To Include Airplanes

Airplanes, as well as automobiles, are now banned at Princeton University. Dean Christian Gauss said that "if any undergraduate lands in a plane after July 1, both the undergraduate and the plane will be returned to his parents. Anyone may fly over Princeton if he likes. But if he ever lands and runs along the ground we shall class it as a motor vehicle and as such it will be under the ban in Princeton and in the neighborhood." There are two student-owned airplanes at the university. One is the property of a senior and the other is owned jointly by two sophomores.

Freer Colleges Are Advocated

Radical changes in higher education in the United States to supersede older instructional methods were advocated by Dr. J. E. Kirkpatrick, formerly a teacher in Olivet, Mich., College. Freer and less traditional methods calculated to encourage individual thought on the part of the adult student are favored by him. He suggested as a possible model for higher education in the United States the Danish folk school, an institution for mature men and women who not only have a high school education, but experience and actual contact with life outside of school.

Vocational Survey Launched in Hawaii

A vocational survey of the entire island of Hawaii, to aid students to find suitable occupations, has been launched by Thomas B. Vance, principal of the Hilo Junior School. There is a surplus of young men and women for clerical positions, it is said, and the survey is planned to reduce the number seeking jobs in that field. The plan is favored especially by plantation men. A class of young men trained in sugar cane cultivation, who will take over a portion of land and grow cane scientifically, is a prospect of the survey.

Garden Plots Sowed By School Children

In an effort to correlate nature work with geography, 48 garden plots, representing the 48 States of the Union, are maintained in Croton Park, New York City, by pupils in Junior High School 55, the Bronx. It is the intention to produce in each plot the principal product of the state for which it is named. The Minnesota plot is sowed to wheat; peanuts are planted in the Virginia plot; tobacco in the North Carolina plot; sugar cane in the Louisiana plot; cotton in the Alabama plot; and corn in the plots representing the Dakotas. "Although the crops are not always a success," it was acknowledged, "they usually enable pupils to obtain some idea of the plants which yield America's typical agricultural products."

Ducking Stool For Freshmen

With the sanction of the college, the student council at Connecticut Agricultural College, Storrs, Conn., recently used the ducking stool of Puritan New England to punish seven freshmen found guilty of breaking the rules laid down for their guidance. Before the entire college body they were lectured by the president of the student council and one after another fastened in a stool at the end of a long beam stretched across a frame at the side of the old "duck pond," which annually is used for the sophomore-freshman rope pull. Sophomores willingly manned the other end of the beam and the yearlings were submerged in the muddy pond. It was made clear by college officials that the affair was not a hazing party. Hazing is strictly forbidden at Storrs.

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School Expense For Bus Transportation

Transportation companies estimate that busses carry 875,000 American children to nearly 14,000 schools every school day. About 33,000 busses are used for the purpose. During the last school year approximately $23,500,000, it is said, was spent in transporting children between home and school. In the New England states and the region north of the Ohio River and east of the Mississippi River, where population is least scattered, the ratio of such busses to inhabitants is the lowest—only one bus for more than 4,000 people. The three Pacific Coast States have a school bus for every 2,000 people.

Women Students Excel At Arkansas University

Women students made better grades than men, both individually and as a group, at the University of Arkansas last semester, according to a list of averages compiled by the registrar. Of five students who made a six point or a perfect average in the college of arts and sciences, four were women. Five women's organizations made the highest grade average among all groups of men and women students.

Tulsa "University of Oil" Attended by Men and Women

A unique experiment in public school education is being conducted in Tulsa, Okla. It is known locally as the "University of Oil." Because of the importance of the petroleum industry to the city and the resulting increase in demand for education along this specific line, the Tulsa Board of Education has undertaken to provide a course of study for oil company employes to aid them in their work. The companies agreed to act as an advisory committee and to provide experts to give the lectures; and the library of the high school was offered two evenings a week to serve as a classroom. The course was thrown open to both men and women. A hundred and four students enrolled this year.

Student, 60, Flunks, Sues to Recover Fees

Because he failed to make a passing grade in English, L. T. Poe, sixty-year-old school teacher-student, has filed suit against Emory University at Emory, Ga., for recovery of twenty-five dollars matriculation and extension course fee. He was unable to hear the instructors distinctly during their lectures, he averred, and his failure to make a passing grade partly prevented him from obtaining a teacher's certificate in Kentucky.

Three Schoolhouses Shipped to Alaska

Three schoolhouses have recently been shipped from Seattle to Alaska. Besides the knockdown schoolhouses in the ship's hold, there are blackboards, crayons, erasers, pencils and paper as part of the school supplies for a section of the far-flung educational organization in the territory. The schoolhouses are to be erected, respectively, at Chanega, at the entrance to Prince William Sound, at Chitina on Copper River, above Cordova, and at Old Harbor, on Kodiak Island, eighty miles west of Kodiak. The vessel is also carrying supplies and industrial equipment for the industrial school at Eklutna, twenty-eight miles south of Anchorage, on the government railroad. Distance is the greatest problem which the Bureau of Education must overcome. The 27,000 natives are scattered along thousands of miles of coast. One Alaskan school "district" is twice the size of the State of Illinois.

Tilton School No Longer "Co-Ed"

After eighty-three years of co-education the Tilton, N. H., school is to become exclusively a preparatory school for boys. Announcement was made by the trustees that the change will take place at the end of the present academic year, June 20. The new policy, adopted after a year's deliberation, was encouraged by the alumni, from whom a general expression on the subject was requested. The school was first opened in the fall of 1845 as the New Hampshire Conference Seminary and incorporated under that name in 1852. In 1903 the corporate name was changed to Tilton Seminary. In recent years, however, the name "seminary" as applied to a secondary school preparing for college has appeared misleading and was changed to "school" by the New Hampshire Legislature in 1923.

Fathers of Students At Cornell Form Club

To establish closer contact between college students and their fathers, Beta Chapter, Fathers' Club of he Alpha Epsilon Pi fraternity, composed of fathers of Cornell University students, was organized recently in New York City. The organization was effected along the lines similar to the Fathers' Club of the Delta Chapter of the same fraternity at the University of Illinois. "By means of this organization we propose to keep in closer contact with our boys," declared Magistrate Charles Tolleris, its first president, "give them the benefits of our experience and counsel in their problems at college."

Legislator Urges Courses In Morals and Manners

State Senator Allen S. Stinson of Niobrara, Neb., has offered a bill in the state Legislature compelling teachers throughout the grades and high schools to give courses to be outlined by the state superintendent in "common honesty, morality, courtesy, obedience to law, respect to the flag, respect for parents and the home and

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I only wish I could tell all teachers about them, but I can't, so I'll just tell you.

Sincerely, I am,
Doris Misenheimer

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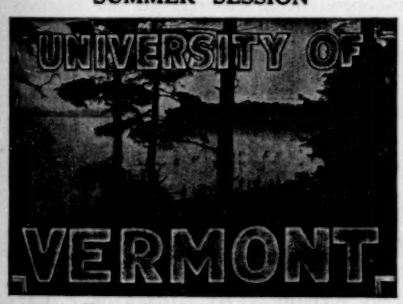
the dignity and necessity of honest labor." "Long experience as a teacher," the senator says, "convinces me that preparation for life and citizenship should be stressed more in the schools. A definite objective should be established both for teachers and pupils."

Crime College Gives Degrees

The first college of criminology in the world, devoted exclusively to the study of crime and the criminal, has been established in San Francisco. Degrees have been authorized in the charts granted the Criminology College of California by the state. The various authorized degrees are, "C.C.", consulting criminologist, "H. E.", bachelor of handwriting, "F. P. E.", finger print expert, "M. and D. E.," microscopic and camera detection expert. A research laboratory has been established at Lincoln University for the College of Criminology. Several hundred prospective sleuths are already enrolled, and attorneys, police officials and court workers are taking special courses. According to Chauncey McGovern, LL.B., who instituted the college, some of the foremost criminologists of Great Britain, France, Russia and the United States have endorsed the school, and services of eminent crime experts of many countries have been obtained.

SUMMER SESSION



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TREND OF THE TIMES

AUTO TOURISTS seeing America will spend nearly $4,000,000,000 along the highways of the nation this year, the American Automobile Association estimates. One third of the nation, about 40,000,000 people, will take to the open roads in some 10,000,000 cars for their vacations in 1927, the association forecasted.

BRITISH WOMEN will be given the privilege of voting at the age of twenty-one, thus equalizing their franchise with that of the men, according to an announcement by Premier Baldwin that the government will introduce a bill at the next session of Parliament to that effect.

PASSENGERS CARRIED into and out of New York City on railroads and ferries in 1926 totaled 350,000,498. Of this number 261,972,573 may be classified as commuters. As these figures represent two-way traffic, the actual number of round-trip passengers was about one-half of this figure.

PUBLIC DEMAND for longer prison terms and fewer paroles has created a serious penal problem in the State of New York, which has all of its prisons filled to capacity at present with the largest criminal population in its history. On July 1, 1922, the five state prisons had a total of 4,915 malefactors in their confines. Today they report a population of 5,716 or an increase of 16 per cent. in the half decade.

EX-SERVICE MEN'S associations and veterans' organizations throughout the world have enrolled seven and one-half million survivors of the World War. Four and one-half million of these organized ex-service men reside in the countries allied against the central powers during the World War and 3,000,000 are inhabitants of Germany, Austria, Hungary and Bulgaria. The largest single organization of ex-service men of the World War is in Germany. It has 2,000,000 members. In the United States the American Legion has 600,000.

BUILDING CONSTRUCTION outstrips fire losses, according to statistics announced by insurance companies. Total fire losses in 1925, insured and uninsured, were $447,000,000, while the value of new buildings erected in 1925 was close to seven billions, and the total increase in burnable wealth was much greater.

AUSTRALIA IS unable to prove by figures whether the rabbit is a pest or a perquisite. In four years she shipped abroad as food frozen rabbits reaching a total valuation of 3,000,000 pounds sterling and skins valued at 7,000,000 pounds sterling. But in one province alone 110,000 miles of rabbit-proof fence had to be erected to keep the little creatures from devastating farms. The cost of that fence was 6,000,000 pounds. Another fence, cost not reported, was stretched a distance of 612 miles between the towns of Bourke and Corowa.

AMERICAN INDIANS, with a population now estimated at 350,000, can no longer be called a "vanishing race," according to Edgar B. Merritt, assistant commissioner of the Bureau of Indian Affairs. That population, Mr. Merritt said, is steadily increasing and the property owned by the 225,000 Indians under the jurisdiction of the Bureau is valued at $1,600,000,000. The number of Indian children in schools is estimated at 70,000, of whom 37,000 are in the public schools of the country.

EYES SEE for thirty-six years of the average lifetime, according to Charles E. Parr, secretary of a Wichita, Kans., lamp company. "Eyes are in use seventy per cent. of the total lifetime. They are used more than any other of the five senses. Proportion of time in which eyes are under active strain ranges from about 60 per cent. in childhood to 65 per cent. in adolescence, 66 to 67 per cent. in early middle age, 70 per cent. in advanced middle age and as high as 80 per cent. in old age," he said.

PUBLIC PLAYGROUNDS last summer furnished a daily average of more than one million men, women and children with places for recreation. The year's expenditures for public recreation in 758 cities, with 5,600 outdoor playgrounds, were $19,202,123. The tendency to use portions of city parks for active recreation, as opposed to just "breathing spaces," is so general as to be practically universal.

MOTOR VEHICLES registered in the United States in 1926 according to the Department of Agriculture numbered 22,000,000. This is an increase of 10.3 per cent. or slightly more than 2,000,000 over 1925.

The BOOK TABLE

THE STORY OF THE GREAT REPUBLIC. By H. A. Guerber. New edition. Cloth. 375 pages. Greatly illustrated. New York, Cincinnati, Chicago, Atlanta, Boston: American Book Company.

The American school histories are so interesting and so beautiful and have eliminated so much that came to be objectionable that there should be several supplementary histories as there are readers. There are no differences in facts, none important in emphasis, but there are interesting incidents characteristic of each author. Three of the elementary histories can easily be read thoughtfully as one can be studied in the old way.

Guerber's "Story of the Great Republic" is especially attractive, and the "story" is told so skilfully and the emphasis so artistically placed as to capture any child's attention and hold it permanently.

THE GREAT CONQUEST. Edited by Randall J. Condon, superintendent, Cincinnati. Book Four. Grade VII. The Atlantic Readers. Boston: Little, Brown and Company.

The first six books of The Atlantic Readers have differed from all other series of school readers with the professional personality of Dr. Condon, but "The Great Conquest" differs from the preceding six books as much as they differ from other school readers. "The Great Conquests" are the "Conquerors of the Earth, Peary, Scott and Amundsen," also, all sorts of "Great Conquests" in science, transportation.

But that which especially distinguishes Book Four is its forward look. It deals to a great extent with "The Great Conquests" that are to be made by the boys and girls of today. This is especially magnified in three stanzas of verse by Edmund Vance Cook. "The Riders" was written for "The Great Conquest," and visualizes the vision of Dr. Condon, who captured eighty-three bits of interesting and important accounts of various "Great Conquests." One of the most thrilling ten pages in any school reader is Mary Lee's account of "How They Took the Diphtheria Serum From Anchorage to Nome"—six hundred and fifty miles of snow and ice, those dogs who knew the way, and those drivers who, like their dogs, never once faltered.

But the real vision of Dr. Condon is in Edmund Vance Cooke's "The Riders."

The first stanza characterizes Sir Galahad, who came riding

"For valor and for verity,
For service and sincerity."

* * * *

"And why may not a later lad
Of common mould and plainly clad
Still be another Galahad?"

The second stanza characterizes "The Maid of France."

"And why may not a modern maid,
Though wearing neither casque nor blade,
Be valorous still and unafraid,
And come riding, riding
To meet the world's command?"

The third stanza,

"Eternal Time comes riding
To tramp us into clay,
For every day's a battlefield
In shop, or ship, or cattlefield.
Yet banners of the flaming skies
Still beckon us to high emprise
And cheer us on our way.
So why should not a venturous youth,
Though backward and a bit uncouth,
Still break a lance for trust and truth,
And still come riding, riding,
Across the world today?"

MODERN EDUCATIONAL THEORIES. By Boyd H. Bode, Ohio State University. Cloth. 351 pages. New York: The Macmillan Company.

Professor Bode has rendered an interesting professional service in the 351 pages of "Modern Educational Theories." Whether or not these pages will be as important as they are interesting will depend upon how seriously his revelations will be taken.

We recently heard James Phinney Monroe, at the Twentieth Century Club of Boston, a national leader in promoting vocational education for a quarter of a century, recall the time he has caused students to waste by learning what to do and how to do it when all those things had become useless by the time they were fairly learned. We hope sometime to have him write for the Journal of Education the list of vocationally useful things that became useless by the introduction of the motor and electricity in transportation, in heating and freezing, in flying and lighting, in multiplying eggs and hastening baby beef.

We wish we dared to hope that educational leaders (?) will read Professor Bode's book and give professional credit to teachers who will read it.

Here is a valuable sentence: "When our educational systems become imbued with a human social ideal, our social development will rival our material development and man will no longer be the creature, but the master of his environment."

REAL GEOGRAPHY AND ITS PLACE IN THE SCHOOLS. By Harold W. Fairbanks, Ph.D. San Francisco: Harr Wagner Publishing Company.

Dr. Fairbanks is a born student of "Real Geography," which he has seen on every continent and appreciates it in action locally, nationally and in world relations. He knows full well that school geography needs stabilizing, simply because it is a subject which every one thinks he knows because he reads of it in the daily papers, and sees geography in the magazines.

He knows as every one should know that the geography one gets in the daily papers and in many magazines is propaganda, pure and simple. The schools need to teach geography almost more than any other subject to protect the men and women of tomorrow from vicious propaganda, political and commercial.

Dr. Fairbanks' book is not only timely, but vitally timely. Never was there such need of an heroic teaching of geography as geography as there is now. No one can be an intelligent American whose geography is not grounded in conscientious, universal, independent knowledge of all sections of our own country and of every country on the globe.

Books Received

"Modern Astronomy: Its Rise and Progress." By Hector MacPherson.—"Le Livre de Mon Ami." By Anatole France.—"The Pocket Oxford Dictionary." By F. G. Fowler and H. W. Fowler. New York: Oxford University Press, American Branch.

"Experiments in Writing." By Luella B. Cook.—"Handbook of Correct Writing." By Millington F. Carpenter, William S. Maulsby, and Thomas A. Knott. New York: Harcourt, Brace and Company.

"The College Book of Verse." Compiled by Robert M. Gay.—"An Outline of Contemporary Drama." By Thomas H. Dickinson. Boston: Houghton Mifflin Company.

"Psychological Analysis of the Fundamentals of Arithmetic." By Charles Hubbard Judd.—"A New Approach to American History." By D. C. Bailey. Chicago: The University of Chicago Press.

"English Spelling: Its Rules and Reasons." By W. A. Craigie. New York: F. S. Crofts Company.

"A Source Textbook in American History." By Percy E. Davidson and Elizabeth Chapman Davidson. San Francisco: Doub and Company.

"The Story of American Literature." By Algernon Tassin and Arthur Bartlett Maurice. New York: The Macmillan Company.

"Towards the Open." By Henry Chester Tracy. New York: E. P. Dutton and Company.

"The Horace Mann Readers: New Third Reader." By Walter L. Hervey and Melvin Hix. New York: Longmans, Green and Company.

"The Box in the Sand." By Lucia Webster Rice. Boston: Ginn and Company.

"Junior French." By Louis J. A. Mercier. New York: Silver, Burdett and Company.

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But What Is It For?

Modern Girl (to fiance) — "Hugo, what a charming little ornament you have sent me. But what is it? It's made of gold, but it's not a brooch, nor a ring, nor a bracelet; I've never seen anything like it. What is it?"

Hugo—"A thimble."—London Passing Show.

Just Fishin'

Professor (coming on a youthful angler sitting on the bank of a stream) — "Adolescence, art thou endeavoring to entice the finny tribe to engulf in their dentriculated mouths a barbed hook, upon whose point is affixed a dainty allurement?"

Boy—"No, I'm a-fishin.'"—Pathfinder.

Just Thrown Away

Discouraged Jim—"Mother, I will not try again for the conduct prize. Some other fellow always gets it."

Mother—"Don't give up; try, try again."

Jim—"I'm through, mom; it's a clean waste of goodness to go on."—Brooklyn Teacher.

Service

A man staying at a hotel in the Provinces went to the office and said to the young lady in charge: "I have never seen such dirty towels in my life, and I never can find any soap."

"You've got a tongue in your head, haven't you?" retorted the young lady.

"Yes," replied the traveler, "but I am not a cat."—Omaha World-Herald.

The Class Corn

"They don't give you any naughty nicknames in school, do they, son?" asked his mother.

"Well, ma, they call me corn."

"Why do they call you that?"

"Well, ma, you see, it's this way, in our class I'm always at the foot."—Capper's Weekly.

Rapid Progress

Little Boy (writing to his schoolmaster)—"Everybody at home is delighted with the progress I have made at your school. When I came to you I knew nothing, and now, even in this short time, I know ten times as much!"

Always the Goat

Visitor — "Who is the responsible man in this firm?"

Office Boy—"I don't know who the responsible party is, but I am the one who always gets the blame."—Stray Stories.

Too Low a Bid

"I'll give you a nickel for a kiss," said a visitor to my little daughter. "No, thank you," said she sweetly, "I can make more money taking castor oil."—Capper's Weekly.

The Solicitous Agriculturist

Farmer (to druggist)—"Now, be sure an' write plain on them bottles which is for the Jersey cow and which is for my wife. I don't want nothin' to 'appen to that Jersey cow."—National Cafeteria Owner.

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JOURNAL MAIL BAG

Harvard Leads

Editor, Journal of Education:—

In a recent article in the Journal of Education the statement is made that Princeton leads Harvard and Yale in the White House. It seems to me, however, that it would be fairer to add to the names of the Harvard Presidents of the United States, namely: John Adams, John Quincy Adams, and Theodore Roosevelt, the name of Rutherford Birchard Hayes, a graduate of the Harvard Law School, class of 1845, who was President of the United States 1877-1881. With this addition Harvard leads.

Frederic Allison Tupper,
Brighton, Mass.

Tuskegee Today

Editor, Journal of Education:—

In 1881 the son of a slave came by night to the little town of Tuskegee, and in an abandoned, dilapidated negro church launched his solution to the negro problem. It was based not on force, but on reason; it was not to be achieved through oppression, but through education; it included no enforced servitude, but aimed only at trained, efficient service; it taught rather to minister than to be ministered unto.

For thirty-five years this humble black man toiled and planned and prayed unceasingly. When his end came in 1915, the whole world had learned of Tuskegee and of Booker T. Washington, had learned that for which he and Tuskegee stood;—education not for self, but for service; education not merely of the head, but of the heart and the hand; and education achieved through effort and self-help from within and not imposed through another from without; an education emancipated from the dead hand of musty, pagan literature and tradition, and aglow with the Christian spirit, the profounder knowledge, and the kindlier humanity of the twentieth century.

The humble founder sleeps in his rocky tomb on the Tuskegee campus, surrounded by granite memorials chiseled by the world's greatest sculptors, who have tried to portray his vision, his worth, and his service to his fellow men. His monument, however, is not found in these mute memorials; not in the 119 spacious, magnificently equipped buildings that have supplanted the humble church in which he began his service; it is not in the thousands of rolling acres that surround them and serve as a great field laboratory of agriculture; not in the $13,000,000 endowment that a grateful, admiring world poured at his feet for the furtherance of his dreams. It is rather in the hearts of the thousands of happy students who find here the open door to life's best and truest opportunities; it is rather in the hearts of the thousands of graduates of Tuskegee that in the shop, field, schools, and factories of the South today are the leaven and the influence that are solving the negro problem by unshackling the soul as the way to the only true freedom and true grandeur of the individual and the race, and who are teaching daily through personal example that "to labor is to pray."

As I was leaving Tuskegee last August after my only visit there, I paused and looked back at the towers of this great school in the distance. Most reverently came to my tongue these words: "God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things which are mighty."

John D. Brooks.

Wilson College,
Chambersburg, Pa.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 476.]

21. Paul Hanus.
22. Ella Flagg Young.
23. Mt. Vernon, N. Y., East Orange, N. J., and Philadelphia.
24. Frank D. Boynton, superintendent of Ithaca.
25. Charles H. Judd, one of the clearest professional thinkers in the country.
26. 1893—Oliver Wendell Holmes
27. Henry Barnard.
28. E. C. Higbie, president of Teachers College, Madison, South Dakota.
29. Massachusetts, more than 3200.
30. Mary McSkimmon, principal of the Pierce School, Brookline.

Meetings To Be Held

MAY.

3: Simplified Spelling Board: Godfrey Dewey, Lake Placid, N. Y. New York City.

3-4-5: Junior and senior high school principals of Massachusetts at Framingham Normal School. Note change of date and place. For reservations write Dr. James Chalmers, Principal Framingham Normal School. G. A. Tuttle, secretary.

5-6: American Council on Education, R. M. Hughes, Miami University, Oxford, Ohio; Washington, D. C.

14: New England Modern Language Association: Michael S. Donlan, Dorchester H. S. for Boys, Boston, Mass.; Boston, Mass.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland, California.

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

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